



Arolygiaeth Ei Mawrhydi Dros Addysg  
A Hyfforddiant yng Nghymru

Her Majesty's Inspectorate  
For Education and Training in Wales

**THE INSPECTION OF EDUCATIONAL  
PROVISION FOR CHILDREN BEFORE  
COMPULSORY SCHOOL AGE**

**NURSERY REPORT ON:**

Llandudno Junction Playgroup

**Registered Nursery Education Inspector Angela Morgan**

**Date of inspection 19<sup>th</sup> and 20<sup>th</sup> June 2006**

**Contract number T/092/05**

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## REPORT ON THE INSPECTION OF NURSERY SETTINGS IN THE NON-MAINTAINED SECTOR

**Name of nursery** Llandudno Junction Playgroup

**Address** Youth and Community Centre

**Brickfield Terrace**

**Llandudno Junction**

**Conwy**

**Post code** LL31 9EY

**Telephone** 07773745052

**Person responsible for day-to-day management** Lynn Beresford

**Position** Playgroup Supervisor

### About the inspection

This inspection took place as part of a national programme of inspections of the educational provision for children before compulsory school age in Wales. It was commissioned by Her Majesty's Inspectorate for Education and Training in Wales.

The purpose of inspection is to identify good features and shortcomings so that providers can improve the quality of education offered and help children achieve their full potential. Another purpose is to inform parents and the public about the quality of nursery education. A copy of the inspection report must be given to all parents/carers with a child at the nursery and should be available on request to other people.

Inspectors have used a five point scale to record all judgements. Grade definitions are:

<b>Very good</b>	<b>(Grade 1)</b>	<b>many good features, some of them outstanding;</b>
<b>Good</b>	<b>(Grade 2)</b>	<b>good features and no major shortcomings;</b>
<b>Satisfactory</b>	<b>(Grade 3)</b>	<b>good features outweigh shortcomings;</b>
<b>Unsatisfactory</b>	<b>(Grade 4)</b>	<b>some satisfactory work, but shortcomings in important areas;</b>
<b>Poor</b>	<b>(Grade 5)</b>	<b>many shortcomings</b>

## 1.0 CONTEXT OF THE SETTING

### **Context of the nursery setting:**

Llandudno Junction Playgroup is registered for 24 children. Currently children aged two and a half to three years attend. The playgroup was established approximately 30 years ago in the village location. The playgroup opens four days a week for two and a half hours per session and is accommodated in a Youth and Community Centre. This building is used for various purposes and the playgroup meets in a large rectangular room, with bathroom area and small storeroom. They have access to a kitchen in another part of the building. All equipment has to be put away at the end of each session and there is only one small wall space available to display the children's work. There is no safe outdoor provision available for the children or local park within safe walking distance.

One member of staff has an NVQ Level 3 qualification and one is working towards NVQ Level 3 in Early Years Care and Education. Two further members of staff are employed with one being responsible for supporting a child with speech and language difficulties who is on Conwy's Pre School Referral Scheme. The group is well supported by one of Conwy LEA's early years liaison teachers.

The area is neither socially advantaged nor disadvantaged. The children come from mainly English speaking homes with one child whose home language is Turkish and one whose home language is Thai. There is a wide range of linguistic ability within the group with some very articulate children and some just beginning to talk in sentences.

The group is a member of the Wales Pre School Playgroup Association and has been inspected by Care Standards Inspectorate for Wales. This is their first Estyn Inspection.

## 2.0 MAIN FINDINGS OF THE REPORT

### **2.1 The overall quality and standards of educational provision and whether or not the provision successfully promotes the goals for children's learning**

The overall quality and standards of educational provision successfully promotes the desirable outcomes for children's learning.

### **2.2 Standards achieved by children in the six areas of learning**

<b>Six areas of Learning</b>	<b>Judgement for 3-4 year old children</b>	<b>Judgement for 4-5 year old children</b>
<b>Language, Literacy and Communication Skills</b>	2	N/A
<b>Personal and Social Development</b>	2	N/A

<b>Mathematical Development</b>	2	N/A
<b>Knowledge and Understanding of the World</b>	2	N/A
<b>Physical Development</b>	3	N/A
<b>Creative Development</b>	3	N/A

### 2.3 Inspection judgement on the quality of education provided by the setting

<b>Quality of Education</b>	<b>Judgement for 3-4 year old children</b>	<b>Judgement for 4-5 year old children</b>
<b>Quality of planning for children's learning.</b>	2	N/A
<b>Quality of teaching.</b>	2	N/A
<b>Quality of assessment and recording of children's progress, and reports for parents and carers.</b>	3	N/A
<b>Quality of the relationships with parents, carers and the community.</b>	2	N/A

### 2.4 The quality of the leadership and management of the setting

The quality of leadership and management of the group is good.

### 2.5 The quality of provision for children's spiritual, moral, social and cultural development

The quality of provision for children's spiritual, moral, social and cultural development is good.

### 2.6 The progress made by the setting in implementing the key issues for action identified in the last inspection report

N/A

### **3.0 THE STANDARDS ACHIEVED BY CHILDREN IN THE SIX AREAS OF LEARNING**

Standards achieved by 3-4 year-olds and standards achieved by 4-5 year-olds

#### **3.1 Language, Literacy and Communication Skills**

##### **Good features**

Children listen well in small group and individual situations. They enjoy sharing books with adults and other children turning the pages carefully and correctly. They talk about the pictures, describing what they see and sharing opinions about characters in the stories. They choose freely from a range of good quality story and information books.

The children join in spontaneously with known rhymes in group activity times for example, 'Heads, shoulders, knees and toes'. Specific poems linked to current topics, such as the seaside, are being learnt by some of the older children. The children join in enthusiastically with the Welsh rhymes they have been learning. The majority of children are able to communicate their needs verbally and those whose language skills are not yet well developed are ably supported by the staff. The children talk to each other and staff during activities, asking relevant questions and enjoying social interaction. In the Home Corner they discuss meal times such as breakfast and what they eat. They share their knowledge and experiences of babies in the home and caring for them.

The children experience mark-making activities and enjoy using a range of materials such as chalks and white boards, crayons and felt tipped pens. Older children are beginning to understand that print carries meaning and attempt to 'read' their own writing.

##### **Shortcomings**

The children do not listen well in large group situations.

Opportunities are limited for regular free use of mark making equipment.

#### **3.2 Personal and Social Development**

##### **Good features**

The children have formed good relationships with other children and the adults who care for them. They show care and affection for others and are genuinely fond of the adults in the group. They are sensitive to the needs of others and help each other spontaneously. They share and take turns with equipment and wait patiently for space to become available at popular activities. They are beginning to concentrate for lengthening periods at self-chosen activities and readily seek help from adults when necessary.

Most children are self confident, independent and keen to explore new learning situations. Activities centred around a current theme on the seaside were pursued by all children, everyone keen to be involved in new sensory experiences.

The children are beginning to take responsibility for personal hygiene, many using the toilet by themselves and washing hands afterwards. They also understand the

need for washing hands before eating snack. The children say 'please' and 'thank you' and demonstrate good table manners during the snack time.

The children experience a range of dressing up clothes in role-play and successfully use a range of fasteners such as buttons, press-studs, Velcro and zips to dress and undress themselves.

The children are beginning to show self-control and any minor disputes are dealt with immediately and sensitively by the staff.

The children are beginning to learn about care and respect for living things. This is emphasised through discussion about fish and other pets as part of their current topic activities and by growing seeds and caring for plants.

The children play with a set of small world toys which include people with disabilities and wheelchairs. They talk readily about these toys and about people they know who have various disabilities.

A range of toys, books and puzzles offer the children cultural experiences. Various festivals are celebrated to enhance this, such as Chinese New Year.

The Welsh language and culture is promoted and the children sing Welsh songs with great enthusiasm. They also use simple Welsh phrases, count and name colours during their play activities

### **Shortcomings**

Experiences, based on the various cultures of children presently attending the playgroup, are not used to extend the children's learning.

## **3.3 Mathematical Development**

### **Good features**

The children use a wide range of mathematical language in their play activities. For example they count cutlery and crockery, match place settings, talk about breakfast time and dinner time in the home corner. They build and talk about 'tall' towers, 'long' and 'wide' roads in the construction area, comparing each other's efforts. The majority of children can count to ten and some beyond; they enjoy counting pieces of toast onto plates at snack time and do this both in English and Welsh. The children complete, successfully, a range of number and shape puzzles and play counting games such as 'catch and count the fish' and the 'fisherman' linked to their current topic. Most children can recognise, and name, basic shapes such as, square, circle, triangle and rectangle. They are beginning to recognise written numbers and to match number to sign and sound.

Sand and water play is undertaken on a rota basis. In their water play the children talk about 'full' and 'empty' and pour, using a range of containers available.

### **Shortcomings**

Children do not have opportunities to repeat numbers songs and rhymes on a regular basis.

### 3.4 Knowledge and Understanding of the World

#### **Good features**

The children are able to talk about their homes and many children can name where they live. They also talk about where they go to shop and about outings to the beaches and shops in nearby Llandudno. They are beginning to understand about places farther away, discussing holidays and visiting relatives.

The children talk about Summer and the current weather and know the kind of clothes worn in hot and cold weather. They are beginning to have some understanding of time such meal times, snack time and 'going home' time.

The children make choices about the activities they wish to pursue and are beginning to make decisions and solve problems during their chosen activities.

The children use Discovery Boxes to develop themes, the contents of the current one is based on the seaside topic where children use their senses of touch and smell to explore seaweed, stones, shells and driftwood. The children talk about 'rough', 'smooth' and 'fishy' and recall their own seaside experiences. They are beginning to understand about the importance of the environment, talking about keeping the beach clean and not letting dogs loose on the beach.

The dentist recently visited the group to talk about the importance of looking after teeth.

#### **Shortcomings**

Few visitors from the world of work are invited into the group to extend the children's experiences.

The children have no outdoor experiences linked to their development of knowledge and understanding of the world.

### 3.5 Physical Development

#### **Good features**

The children move carefully around the room and are aware of others, avoiding each other and equipment. They handle a range of equipment with increasing skill and are developing hand-eye co-ordination. They are able to 'fish' sea creatures out of the water play trough using sieves and also use other water play equipment effectively to fill and pour. Some children can thread laces through quite small holes on boards. Most children manipulate inset puzzles and some children complete quite challenging jigsaw puzzles.

For short periods during the sessions the children use various mark making equipment such as crayons, chalks and felt tipped pens. Older children are beginning to draw recognisable images. The children squeeze, pinch, roll and mould dough. They are able to manipulate a variety of fasteners when using dressing up clothes in the role play area.

The children are becoming aware of their own bodies and their growth. In the role play area the children discuss what babies are able to do compared with them.

The children are competent at riding toys where they must push with their feet and steer. They know the difference between walking and running, jumping, hopping, stopping and starting. As the children are unable to experience outdoor physical play

the large room is cleared, at times, for sessions with small apparatus such as hoops, balls and bean bags as well as wheeled toys.

### **Shortcomings**

Time is limited for the free use of equipment such as scissors, paintbrushes, pencils, felt tipped pens and glue spreaders in order to further develop fine motor skills.

## **3.6 Creative Development**

### **Good features**

The children sing known songs with enthusiasm and are developing a sense of rhythm. The children use musical instruments during music box activities.

They paint objects linked to their current topic to add to a frieze on the seaside. They talk about their favourite colours and some children are able to describe tones such as 'dark blue'. They talk about the frieze they are completing and the various materials used to make the effects of sand, sea, sky and the objects in the picture.

The children enjoy role play and drama and use their imaginations to good effect in a free play situation. They also draw upon their own experiences to enhance imaginative play in the home corner and make good use of their dressing up box materials.

### **Shortcomings**

Adults prepare and direct most creative activities, apart from role play.

Children have few opportunities to mix their own colours when painting or to paint freely on a regular basis.

## **4.0 THE QUALITY OF EDUCATIONAL PROVISION**

The quality of educational provision for 3-4 year-olds and for 4-5 year-olds

### **4.1 The quality of planning for children's learning**

#### **Good features**

An effective planning format has been developed with the support of playgroup's early education liaison teacher. The plans include good medium and short term skill development and outline relevant topic activities to enhance provision. Plans provide continuity and progression and are linked to the desirable outcomes for children's learning.

Equal access and opportunity is evident and all children are encouraged to try all activities.

#### **Shortcomings**

There are no major shortcomings.

## 4.2 The quality of teaching

### **Good features**

All staff have a working knowledge and understanding of the desirable outcomes for children's learning. They set high expectations for the children and provide good role models. They support the children very well, moving from activity to activity, not interfering with the play but engaging effectively and appropriately with the children. They concentrate on language development and social skills in particular but are equally good at capitalising upon opportunities to develop skills in other areas of learning, such as mathematical. Activities are organised to develop children across the six areas of learning and children's independence is fostered by offering a range of free choice activities. Racial equality and respect for children with additional needs is promoted in the group, all children are treated and valued equally. A range of good quality, appropriate and well cared for resources are used effectively.

### **Shortcomings**

There are no major shortcomings.

## 4.3 The quality of assessment and recording of children's progress and reports to parents and carers

### **Good features**

Staff are in the early stages of developing an effective system of assessing and recording children's progress. A new record of progress has been started this year, entitled 'Me', where observations are recorded. This is linked to the desirable outcomes for children's learning. In addition, samples of children's work are completed regularly and kept in each child's file. The file goes home with the child at the end of the year. Parents, at the start of the year, complete a form about their child to assist the group. Parents are able to discuss their child's progress, informally, at any time throughout the year.

### **Shortcomings**

No system of recording regular observations of children's development is in place. Photocopied worksheets without comments, and undertaken as a whole group activity, do not show individual children's progress

## 4.4 The quality of relationships with parents, carers and the community

### **Good features**

The quality of relationships with the parents and carers is good. They are very appreciative of the work of the playgroup and complimentary of staff. They are kept well informed of the educational provision with information booklets and a parents' notice board in the waiting area. Regular newsletters are sent home which also inform parents of current and future learning activities and topics.

The playgroup has links with two local schools whose staff visit during the summer term. The dentist recently visited the playgroup to talk with the children.

**Shortcomings**

There are, at present, few links with the local community.

The local environment is under-used by the playgroup to develop children's learning.

## **5.0 THE QUALITY OF LEADERSHIP AND MANAGEMENT**

### **The quality of the leadership and management of the setting**

**Good features**

The playgroup has a range of policies which are put into practice. The promotion of equality for all is a prominent feature of the group. The playgroup is well supported by Conwy's Early Years Development and Childcare Partnership as a provider of early years education for three year olds. Relationships are good with the playgroup's management group.

The group is well led and has a team who work very well together. They meet every morning to reflect on the previous day's observations and to discuss the current day's plans. Informal evaluation of provision and progress is undertaken at the end of each term.

Staff attend training sessions organised by the local education authority and the Early Years Development and Childcare Partnership. There is evidence of the impact of this training in the every day activities the children enjoy. A recent innovation is the development of Discovery Boxes to extend, for example, children's Knowledge and Understanding of the World. Positive behaviour strategies are also employed successfully as a result of training sessions. All staff are encouraged to pursue further professional qualifications. The supervisor keeps a record of all staff training. All staff have access to a detailed planning file.

**Shortcomings**

No formal arrangements for self-evaluation are in place in order to plan for future developments of the playgroup.

## **6.0 SPIRITUAL, MORAL SOCIAL AND CULTURAL DEVELOPMENT**

The provision for 3-4 year-olds and for 4-5 year-olds

### **The quality of provision for children's spiritual, moral, social and cultural development**

**Good features**

The playgroup's social and moral development is good. Staff provide very good role models for the children. The children respond to the positive behaviour strategies the staff employ consistently and, in turn, the children demonstrate care, respect and genuine affection for each other and adults. The children play happily together, share well and support each other spontaneously. They are developing a sense of

right and wrong and behaviour is good. The quiet book area provides a space for relaxation and reflection and is popular for solitary times.

The children are beginning to be aware of their own and others' cultures through books, stories and resources. They celebrate festivals such as Chinese New Year and St David's Day. They regularly use Welsh words and phrases incidentally during their play and enjoy singing Welsh songs.

### **Shortcomings**

No activities are organised which reflect the various cultures of children currently attending the playgroup, for example, Thai or Turkish.

## **7.0 PROGRESS SINCE THE LAST INSPECTION**

**The progress made by the setting in implementing the key issues for inspection identified in the last inspection report.**

### **Good features**

N/A

### **Shortcomings**

## **8.0 THE KEY ISSUES FOR ACTION**

**The key issues for action**

### **The setting needs to:**

Develop strategies for observing, assessing and recording children's progress.

Implement a self-evaluation system in order to plan for future developments of the playgroup.

Develop links with the local community and make use of the local environment to increase children's learning opportunities.

Provide more opportunities for children to experience free choice to develop skills in creative activities.

**The provider must draw up an action plan within 40 working days, or 45 working days if the plan needs to be translated to or from Welsh, showing how the issues identified above will be addressed. The action plan must be given to all parents/carers with a child at the setting. A copy of the action plan must be sent to Estyn. An evaluation of the action taken will form part of the next inspection.**

